

Native American Training Series



Executive Leadership e-Learning

Participant Handbook



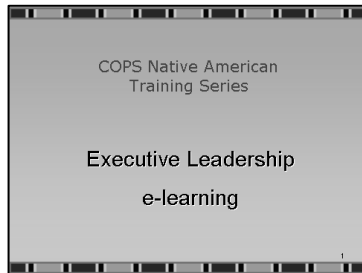
Upper Midwest Community Policing Institute



Community Safety Institute

MODULE I

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COPS NATIVE AMERICAN TRAINING SERIES

This COPS Native American Training Series Executive Leadership e-learning program is designed to assist Native American law enforcement agencies with developing both current and future leaders within their organizations.

Throughout the program a wide variety of leadership models and theories are presented in order to enlighten participants and enhance their learning experience.

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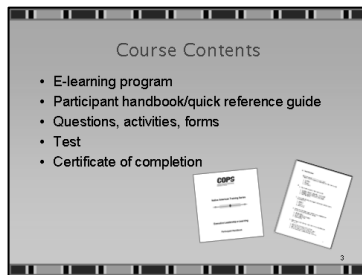
PARTNERS

This training is funded through a cooperative agreement issued by the Department of Justice, Community Oriented Policing Office. The Upper Midwest Community Policing Institute (UMCPI) and the Community Safety Institute (CSI) have produced this training series.

For over a decade the COPS Office has provided valuable training and technical assistance to law enforcement agencies throughout the United States. Recent research has indicated that many of these programs are not currently being utilized by tribal policing agencies because they were not appropriately tailored to the Native American community. The COPS Native American Training Series has been developed to meet this need by providing quality training and tools that are based in proven community policing principles and practices.

The specific purpose of this project was not to create new, untested programs, but to tailor existing successfully-implemented community policing initiatives to meet the needs of Native American communities. There is a wide diversity of Native American communities, each with their own unique tribal characteristics. This program has endeavored to modify these useful community policing products to the Native American community, understanding that each tribal entity will further refine the adaptation process to meet the specific needs of individual tribal nations and specific community concerns.

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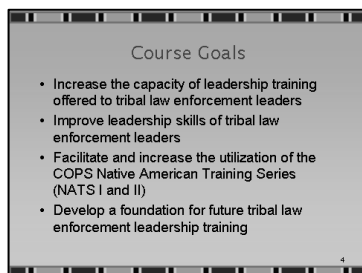
COURSE CONTENTS

Throughout this course, you will be asked to stop and answer questions or complete various activities and record your answers in this handbook. You may stop and review any portion of this training and then continue at your own pace.

There are no restrictions as to how many times you can repeat a section of the training. You may take as much time as you need to finish the course. The participant handbook can substitute for notes or you may take your own notes. When you have completed this course, you can use your participant handbook as a quick reference guide if needed.

At the conclusion of this course you will be required to take a test. Once you have successfully completed the test you will be sent an electronic Certificate of Completion.

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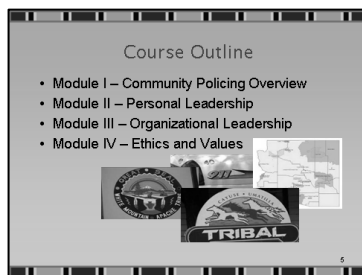


COURSE GOALS

The course goals include:

- Increase the capacity of leadership training offered to tribal law enforcement leaders
- Improve leadership skills of tribal law enforcement leaders
- Facilitate and increase the utilization of the COPS Native American Training Series (NATS I and II)
- Develop a foundation for future tribal law enforcement leadership training

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COURSE OUTLINE

This tribal leadership course includes:

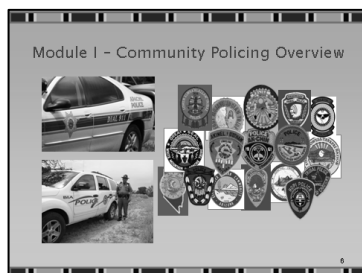
Module I - Community Policing Overview

Module II - Personal Leadership

Module III - Organizational Leadership

Module IV - Ethics and Values

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MODULE I – COMMUNITY POLICING OVERVIEW

In Module I we will present information on the basic elements of community policing, including its official definition and philosophy.

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COMMUNITY POLICING DEFINED

The U.S. Department of Justice, COPS Office defines community policing as “a *philosophy that promotes organizational strategies which support the systematic use of partnerships and problem-solving techniques to proactively address the immediate conditions that give rise to public safety issues such as crime, social disorder, and fear of crime.*”

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COMMUNITY POLICING ELEMENTS

Community policing has three essential elements:

- Collaborative Partnerships
- Organizational Transformation
- Problem Solving

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COMMUNITY PARTNERSHIPS

Community partnerships refer to collaborative partnerships between the tribal law enforcement agency and the individuals and organizations they serve work to develop solutions to problems and increase trust in police.

Such partnerships might involve:

Other governmental agencies. This can include prosecutors, probation and parole, public works departments, neighboring law enforcement agencies, health and human services, child support services, and schools.

Community members/groups. This may be Individuals who live or work in the community, including volunteers, formal and informal community leaders, residents, visitors and tourists, all of whom can be a valuable resource for identifying community concerns.

Nonprofits/service providers. This includes advocacy and community-based organizations that provide services to the community and advocate on its behalf. It can include victims groups, service clubs, support groups, community development groups, and the faith community.

Private businesses. For-profit businesses have a great stake in the health of the community and can be key partners, especially in bringing resources to bear on problems of mutual concern. Businesses can help identify problems and provide resources for responses.

Media. The media represent a mechanism by which to communicate with the community. They can assist with publicizing community concerns and available solutions. In addition, the media can have a significant impact on public perceptions of the police, crime problems, and fear of crime.

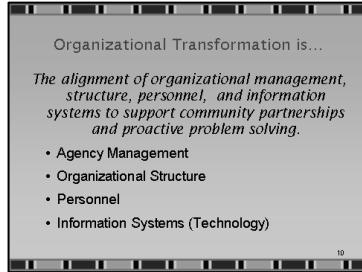
Tribal law enforcement agencies traditionally partner with many different civic, social and service organizations as well as state and federal agencies to fulfill their public safety mission.

The first leg of the community policing tripod is community partnerships.

ACTIVITY: List at least three agencies that you do not currently have a partnership with, but with whom you would like to partner in order to meet a current or future need (i.e., training, resources, personnel, equipment).

1. _____
2. _____
3. _____

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ORGANIZATIONAL TRANSFORMATION IS...

Organizational transformation is the alignment of organizational management, structure, personnel, and information systems to support community partnerships and proactive problem solving. It involves:

- Agency Management
 - Climate and culture
 - Leadership
 - Decision-making
 - Strategic planning
 - Policies
 - Organizational evaluations
 - Transparency
- Organizational Structure
 - Geographic assignment of officers
 - Despecialization
 - Resources and finances
- Personnel
 - Recruitment, hiring, and selection
 - Personnel supervision/evaluations
 - Training
- Information Systems (Technology)
 - Communications/access to data
 - Quality and accuracy of data

Organizational transformation is the second leg of the community policing tripod.

ACTIVITY: Using the categories shown on the slide and below, list at least one item in each category that you would like to see modified or transformed in your tribal law enforcement organization in order to make the organization more community-based.

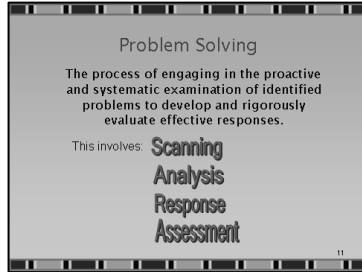
Agency management: _____

Organizational structure: _____

Personnel supervision: _____

Information systems: _____

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PROBLEM SOLVING

Problem solving may be defined as *“the process of engaging in the proactive and systematic examination of identified problems to develop and rigorously-evaluate effective responses.”* Problem solving involves:

- **Scanning:** Identifying and prioritizing problems
- **Analysis:** Researching what is known about the problem
- **Response:** Developing solutions to bring about lasting reductions in the number and extent of problems
- **Assessment:** Evaluating the success of the responses

Problem solving may also involve using the crime triangle to focus on immediate conditions (victim/offender/location).

The final leg of community policing is problem solving.

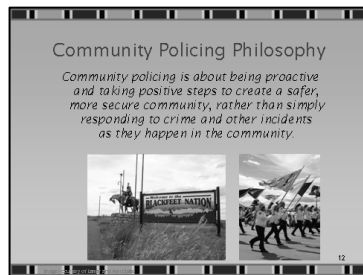
ACTIVITY: If your agency currently utilizes the problem-solving model, list at least three problems that you have resolved within the past year utilizing problem-solving as defined above.

1. _____
2. _____
3. _____

If your agency does not utilize this model, list three problems you would like to see resolved within the next year.

1. _____
2. _____
3. _____

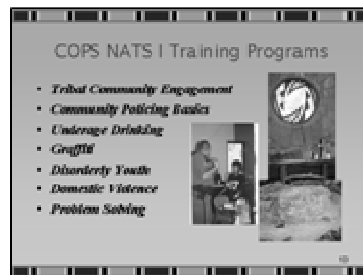
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COMMUNITY POLICING PHILOSOPHY

Community policing is about being proactive and taking positive steps to create a safer, more secure community, rather than simply responding to crime and other incidents as they happen in the community.

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COPS NATS I TRAINING PROGRAMS

The COPS Native American Training Series I contained seven distinct training programs for law enforcement officials and seven for their community partners, including:

Tribal Community Engagement - The Tribal Community Engagement program is designed to establish a strong foundation of community support that can be built upon over a period of months or even years. This program should establish trust between participants and build or sustain problem-solving partnerships that can tackle the most challenging of issues faced on tribal lands. This program introduces participants to the basic tenets of community policing and problem solving, while serving as a springboard to the other training programs.

Community Policing Basics - Community policing places considerable emphasis on police-community relations, and actively seeks to engage citizens in partnerships with the police to build safer communities through proactive problem-solving efforts.

Underage Drinking - In examining the problem of underage drinking, we define and describe the problem and review factors that contribute to it. We identify a series of questions to help you analyze your local problem with regard to underage drinking, review responses to the problem, and examine the knowledge obtained from evaluative research and police practices.

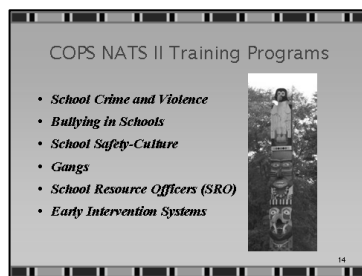
Graffiti - This training addresses effective responses to the problem of graffiti – the wide range of markings, etchings, and paintings that deface public or private property.

Disorderly Youth - Dealing with youth disorder appropriately requires considerable police skill and sensitivity. Officers must balance youths' rights against complainants' rights, distinguish legitimate from illegitimate complaints, at times be firm and at times be flexible with young people, and remain sensitive to how the public will perceive police actions.

Domestic Violence - The Domestic Violence community training is designed to be an interactive series of lessons and learning activities that tribal members, community leaders, and other stakeholders can use as a guide to addressing the issue of domestic violence on tribal lands.

Problem Solving - The COPS Office seeks to build on the problem-solving approaches many communities have used in recent years. These approaches involve analyzing groups of related incidents that comprise a specific crime problem, so that comprehensive, tailored strategies to prevent future crime can be developed.

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COPS NATS II TRAINING PROGRAMS

The COPS Office Native American Training Series II Training program contains eight separate and distinct presentations. The six primary presentations are:

- **School Crime and Violence**
- **Bullying in Schools**
- **School Safety – Culture**
- **Gangs**
- **School Resource Officers (SRO)**
- **Early Intervention Systems**

The *Train-the-Trainer* course is the seventh program, and contains excerpts from each of these six presentations.

The eighth and final presentation in the COPS NATS II series is one specially designed for school officials, and can be provided at tribal schools prior to or following the NATS Train-the-Trainer session. This also allows for school officials to see an overview of what tribal law enforcement officers are learning regarding school safety and security.

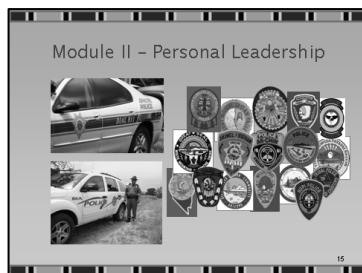
If your agency has not received the NATS I or II program, or if you would like a copy of these initiatives, please contact the Upper Midwest Community Policing Institute.

Tribal law enforcement officers are highly encouraged to review and study each of the presentations in order to build their individual skills and to increase the capacity of their agency.

Once officers have learned the materials they are encouraged to share the information and materials with other law enforcement officers, school officials, and concerned community members.

MODULE II

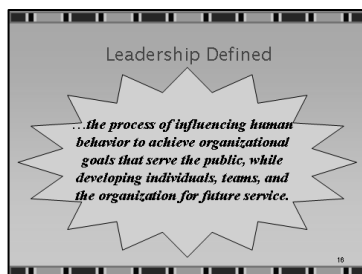
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MODULE II – PERSONAL LEADERSHIP

In Module II we will examine four common styles of leadership, present information on leadership personal development programs, discuss the various qualities and roles of leaders, and take several self-assessment instruments in an effort to evaluate and improve our personal leadership abilities.

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LEADERSHIP DEFINED

Leadership may be defined as:

“...the process of influencing human behavior to achieve organizational goals that serve the public, while developing individuals, teams, and the organization for future service.”

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STYLES OF LEADERSHIP

There are many styles of leadership. Let's take a look at four common styles that might give you some insight into your own leadership style:

Advocate - Martin Luther King, Jr. was an Advocate leader. An advocate leader perceives himself as someone who should lobby for and work for the community's interest. This leader is willing to challenge the balance of power in order to accomplish his vision.

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Issue - The Issue leader, such as Ralph Nader, sees himself as putting forward a set of policy positions or principles. This person leads through use of logic, research, and data.

Maverick - General George S. Patton was a Maverick leader. This type of leader may be known as outspoken, eccentric, and willing to push for change. This person is not afraid to challenge the status quo. He or she is eager to brainstorm and to explore creative solutions to a problem.

Outcome - The Outcome leader may be personified in Lee Iacocca, former CEO of the Chrysler Corp. This leader focuses on results. He or she is pragmatic and interested in action. This leader's ability to focus and be realistic can help the group bridge the gap between emotional and rational appeals.

WHAT IS YOUR LEADERSHIP STYLE?

Complete the following activity.

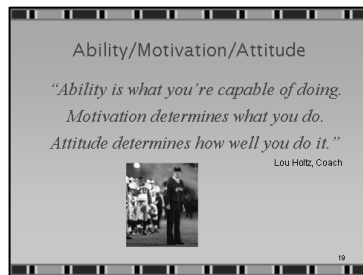
ACTIVITY: Answer the following questions:

1. What do you consider your leadership style? _____

How does it correspond to one of the common styles discussed?

2. How can recognizing your leadership style affect your decision making? How might it affect your ability to implement some of the foundational elements of community policing as described earlier?

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ABILITY/MOTIVATION/ATTITUDE

Former Notre Dame football coach Lou Holtz said, *“Ability is what you’re capable of doing. Motivation determines what you do. Attitude determines how well you do it.”*

Good leaders use their management skills to build and encourage others to do their best, setting the example by their own attitude toward the job. They invite others to share ideas and encourage teamwork. They encourage personnel to develop their skills and abilities in order to be better equipped for the task.

ACTIVITY: How do ability, motivation, and attitude of its leadership affect an organization? Give some reasons why these are important:

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SELF-MANAGEMENT

You must be able to lead yourself before you can lead others. Leaders must be able to self-manage all of these factors:

Their time. It has been said that time is our most valuable commodity, thus proper time management can be an invaluable asset to leaders.

Their emotions. Guard against personal emotions clouding sound judgment. This often happens when leaders are too close to employees or operational units where there is a personal attachment such as an issue with a friend, relative, or “pet” project.

Their priorities. Leaders must ensure that their personal priorities are properly aligned so that family, spirituality and work are all given the proper attention.

Their energy. Just as with your time, you must carefully manage the energy you expend on both your professional and personal life and make sure that you have a realistic plan to revitalize and recharge yourself.

Their thinking. This may also be considered as the ability to be reflective. A minute of thinking is often more valuable than an hour of talk or unplanned work.

Their words. Words are important and have meaning. What you say is a reflection of who you are. Be sure that your words reflect the proper attitude, correct values, and appreciation for the work of the team.

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Their personal lives. Just as with proper managing of your emotions, remember not to let your personal life overlap too much into the workplace so that it interferes with the performance of your job.

PERSONAL DEVELOPMENT PROGRAM

Leaders should have a personal development program to ensure their own growth and development as they lead their organization's growth and development initiatives. If the leader fails to develop his own personal attributes, then the organization may ultimately suffer. Some basic elements of a personal development program may include:

Setting goals for your own personal growth and development such as continuing education or training, learning new skills, or expanding your personal horizons.

Building relationship skills to deal with a variety of personalities that may effect the organization. This may include learning how to deal with specific demographic or geographic groups of employees or managers.

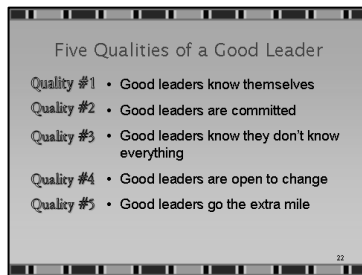
Resolving conflicts within yourself or with others by reconciling different points of view to find innovative solutions.

Becoming a visionary leader by mastering style of communication that is so compelling and motivating that it inspires others to become part of the vision.

ACTIVITY: You are tasked with building a personal development program for yourself. List at least three primary elements that would be useful to you.

1. _____
2. _____
3. _____

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FIVE QUALITIES OF A GOOD LEADER

Quality #1 - Good leaders know themselves, their assets and abilities, liabilities and limitations. A leader has self-confidence and clear values.

Quality #2 - Good leaders are committed both to their organization and to its mission. Leaders are not afraid to take responsibility, to be committed, and to make sacrifices that require placing others before self.

Quality #3 - Good leaders know they don't know everything, and surround themselves with people who have the answers.

Quality #4 - Good leaders are open to change, and are able to quickly adapt to new environments. Effective leaders recognize the positive value of change.

Quality #5 - Good leaders go the extra mile above and beyond what others would expect or ask.

FOOD FOR THOUGHT: Of these five qualities, how many do you possess? Do you feel that they are important in the context of being a good leader?

ACTIVITY: List the top three qualities that you possess that make you a good leader.

1. _____
2. _____
3. _____

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FACES OF LEADERSHIP

Leaders play many different roles within the organization in order to assist individuals and help the organization to maximize its potential. Some leadership roles include:

Clarifier - listens, summarizes, makes things clearer

Coach - encourages others to develop their skills

Delegator - helps group members apply their talents towards the group goals

Facilitator - helps set group goals, make decisions, choose directions, and evaluate progress

Initiator - gets things moving

Manager - helps coordinate parts of the project and keeps an eye on progress

Mediator - helps resolve differences

Networker - connects people with people and people with ideas to move the project forward

Problem Solver - suggests solutions and ways to get things done

Visionary - sees creative solutions, develops new directions, and sees all the possibilities

ACTIVITY: Take a few moments to reflect on your leadership 'faces.' In the following chart, list those roles, noting the ones in which you excel and the areas in which some personal coaching would help you maximize your potential as a leader.

Leadership Role	Excel	Need Attention

What can you do to improve in the areas which need attention? _____

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MANAGEMENT SELF-ASSESSMENTS

Effective management requires self-assessments which include time management, decision-making, and the ability to manage and direct those you lead, including delegation of responsibilities.

Time management. Being aware of your goals will assist you in managing your time more productively. It may be helpful to create a to-do list or a schedule. Writing down your tasks helps you to stay organized and keep from overlooking or forgetting something. Prioritize your most important tasks, and delegate less important ones to others when necessary. Eliminate nonessential tasks.

Decision making. Making your own decisions and accepting the consequences is the only way to stay in control of your time and your tasks. Techniques for effective decision-making include:

- Identify the purpose of your decision
- Gather information to determine what factors are involved
- List different possible choices
- Evaluate each choice in terms of its consequences
- Determine the best alternative
- Put the decision into action
- Evaluate the decision for lessons learned

Managing and directing. A good manager is able to motivate and evaluate in managing others, and is able to communicate well with others. Good managers get their work done by developing the skills and talents of the people they manage. Here are some tips:

- Examine your own knowledge about managing others. Think back to experiences you have had with past relationships and ask yourself what good traits you want to emulate and bad traits you want to avoid.
- Find a mentor who is in a leadership position in your organization, and learn from that person.
- Take courses in management development, or read books on the subject.
- Learn to listen to and understand others. Success in managing and directing involves knowing how to relate to, communicate with, and honestly evaluate your personnel. Don't just accept that work gets done, rather require that it be done right.
- Put your people first. If your employees don't perform well, neither do you. Good managers learn how to train, support and motivate their employees.

ACTIVITY: Complete the following self-assessments on Time Management, Decision Making, and Managing and Directing.

By better understanding your strengths and weaknesses in these areas, you will be able to sculpt a personal development program that meets your specific needs.

Time Management Self-Assessment

Instructions: Think about how you manage your time and respond to the following questions by answering: if your answer is “*never*” mark 1; if your answer is “*occasionally*” mark 2; if your answer is “*often*” mark 3, and if your answer is “*always*” mark 4.

1. I arrive on time and prepared for meetings.	1	2	3	4
2. I ensure that a clock is visible in the room where the meeting is held.	1	2	3	4
3. The meetings I organize achieve their purpose.	1	2	3	4
4. The meetings I organize finish on time.	1	2	3	4
5. I open my mail as soon as it arrives on my desk.	1	2	3	4
6. I skim any relevant newspaper and magazine articles.	1	2	3	4
7. I cross my name off the circulation list for magazines and journals I do not read.	1	2	3	4
8. I read my e-mails on the day I receive them.	1	2	3	4
9. I am able to complete tasks without interruptions from colleagues.	1	2	3	4
10. I decide how many times I can be interrupted in a day.	1	2	3	4
11. I reserve certain hours for visits from my colleagues.	1	2	3	4
12. I close my office door when I want to think strategically.	1	2	3	4
13. I tell telephone callers that I will return their calls, and do so.	1	2	3	4
14. I limit the duration of my telephone calls.	1	2	3	4
15. I allow a colleague or secretary to screen my calls.	1	2	3	4
16. I decide how many telephone calls I can take in a day.	1	2	3	4
17. I skim internal memos as soon as I receive them.	1	2	3	4
18. I read internal memos thoroughly later.	1	2	3	4
19. I keep the contents of my in-box to a manageable size.	1	2	3	4
20. I clear my desk of all paperwork.	1	2	3	4
21. I delegate tasks to colleagues that I could do myself.	1	2	3	4
22. I follow up on the work I have delegated.	1	2	3	4
23. I encourage subordinates to limit their reports to one side of paper.	1	2	3	4
24. I consider who needs to know the information I am circulating.	1	2	3	4
25. I achieve the right balance between thinking time and action time.	1	2	3	4
26. I make a list of things to do each day.	1	2	3	4

27. I keep work to a certain number of hours every day and no more.	1	2	3	4
28. I make an effort to keep in touch personally with my staff.	1	2	3	4
29. I concentrate on the positive attributes of each of my colleagues.	1	2	3	4
30. I make sure that I know about the latest information technology.	1	2	3	4
31. I store e-mail messages in order to read them later on screen.	1	2	3	4
32. I perform housekeeping checks on my computer files.	1	2	3	4

To complete this self-assessment, add up your total score and compare to the key below.

Score

32 – 64: Learn to use your time more efficiently and reduce time spent on unproductive tasks.

65 – 95: You have reasonable time management skills.

96 –128: You use your time efficiently.

Decision Making Self-Assessment

Instructions: Think about how you manage your time and respond to the following questions by answering: if your answer is “*never*” mark 1; if your answer is “*occasionally*” mark 2; if your answer is “*often*” mark 3, and if your answer is “*always*” mark 4.

1. I make my decisions in good time and ensure that implementation follows.	1	2	3	4
2. I analyze situations carefully and fully before making up my mind.	1	2	3	4
3. I delegate all those decisions that I do not need to make.	1	2	3	4
4. I combine intellectual and creative approaches to making a decision.	1	2	3	4
5. I think about what kind of decision I am making before starting the process.	1	2	3	4
6. I use my understanding of corporate culture to get support for my decisions.	1	2	3	4
7. I prioritize significant factors according to the “20/80” rule. <i>Note: 20% of work takes 80% of the time.</i>	1	2	3	4
8. I draw up a strong case to clarify and support any strategic decision.	1	2	3	4
9. I seek the widest possible involvement in the decision-making process.	1	2	3	4

10. I consult all appropriate people to get their help in reaching the right decision.	1	2	3	4
11. I conduct a SWOT analysis on my own. (<i>Strengths/Weaknesses/Opportunities/Threats</i>)	1	2	3	4
12. I root out obsolete ideas by taking a challenging and creative approach.	1	2	3	4
13. I encourage teams to think as a group – not as prejudiced individuals.	1	2	3	4
14. I prepare my ideas before meetings and encourage others to do likewise.	1	2	3	4
15. I judge alternatives against objective criteria that the decision must satisfy.	1	2	3	4
16. I tap every available and useful information source in and out of the organization.	1	2	3	4
17. I consider the actions and reactions that affect and follow from my decisions.	1	2	3	4
18. I weigh the probabilities when considering forecasts and planned outcomes.	1	2	3	4
19. I use computers where appropriate to assist in decision-making.	1	2	3	4
20. I seek to minimize risks, but I take necessary ones with confidence.	1	2	3	4
21. I use different scenarios to improve forecasts and test plans for viability.	1	2	3	4
22. I make decisions on their own merits and without fear for my own position.	1	2	3	4
23. I take care to canvass support for my decisions at all stages in the process.	1	2	3	4
24. I involve the whole team in drawing up plans for implementation.	1	2	3	4
25. I ensure that a named person is accountable for each stage of an action plan.	1	2	3	4
26. I communicate my decisions openly, honestly, and as quickly as possible.	1	2	3	4
27. I try to encourage people to come forward with any objections.	1	2	3	4
28. I put monitoring systems in place and use them to check progress.	1	2	3	4
29. I use action reviews to discover and learn the lessons of success and failure.	1	2	3	4

- | | | | | |
|------------------------------------------------------------------------------------|---|---|---|---|
| 30. I explain my decisions clearly and ensure that they have been understood. | 1 | 2 | 3 | 4 |
| 31. I take full responsibility for the performance of the people I decide to hire. | 1 | 2 | 3 | 4 |
| 32. I try to ensure that all my meetings end with making clear decisions. | 1 | 2 | 3 | 4 |

To complete this self-assessment, add up the total score then refer to the key below.

Score:

32 – 64: Your decision-making ability is poor.

65 – 95: Your decision-making skills are basically sound.

96 – 128: Your decision-making skills are strong.

Managing and Directing Self-Assessment

Instructions: Think about how you manage your time and respond to the following questions by answering: if your answer is "*never*" mark 1; if your answer is "*occasionally*" mark 2; if your answer is "*often*" mark 3 and if your answer is "*always*" mark 4.

- | | | | | |
|------------------------------------------------------------------------------------|---|---|---|---|
| 1. I try to persuade and influence staff rather than force them to do what I want. | 1 | 2 | 3 | 4 |
| 2. I try to ensure that work is enjoyable for my staff. | 1 | 2 | 3 | 4 |
| 3. I interview people who resign to find out their reasons for leaving. | 1 | 2 | 3 | 4 |
| 4. I use my knowledge of nonverbal communication to influence discussions. | 1 | 2 | 3 | 4 |
| 5. I am honest with my staff and keep them as informed as possible. | 1 | 2 | 3 | 4 |
| 6. If I inquire into staff attitudes, I make a point of acting on what I find. | 1 | 2 | 3 | 4 |
| 7. I apply principles of participative management. | 1 | 2 | 3 | 4 |
| 8. I avoid office politics and discourage others from politicking. | 1 | 2 | 3 | 4 |
| 9. I involve people in issues at the earliest possible opportunity. | 1 | 2 | 3 | 4 |
| 10. I give reasons for my actions and for any disagreements with people. | 1 | 2 | 3 | 4 |
| 11. I seek consensus and encourage others to do the same. | 1 | 2 | 3 | 4 |
| 12. I react to failure not by blame but by analysis and correction. | 1 | 2 | 3 | 4 |
| 13. I seek a balance between firm control and giving people independence. | 1 | 2 | 3 | 4 |

14. I make conscious efforts to improve my motivational skills.	1	2	3	4
15. I change benchmarks to keep targets at stimulating heights.	1	2	3	4
16. I revise the system in order to remove obstacles to performance.	1	2	3	4
17. I look at more than financial results when assessing performance.	1	2	3	4
18. I encourage people to be open about how much they and others are paid.	1	2	3	4
19. In appraisal interviews, I request and receive appraisals of myself.	1	2	3	4
20. I get full, clear feedback from people whose behavior I have had to criticize.	1	2	3	4
21. I organize work so that one person can complete an entire task.	1	2	3	4
22. I look at assignments and moves as ways to develop people.	1	2	3	4
23. I encourage people to act on their own initiative.	1	2	3	4
24. I delegate work that does not have to be done by me.	1	2	3	4
25. If difficult personnel decisions are needed I am willing to make them.	1	2	3	4
26. I act to avert or settle disputes and personality clashes.	1	2	3	4
27. I make changes only after full consultation with those affected.	1	2	3	4
28. I thank people for good work face-to-face or by handwritten note.	1	2	3	4
29. If I feel it is necessary, I bend the rules and avoid working by the book.	1	2	3	4
30. I look out for and move people who are not using their full potential.	1	2	3	4
31. I seek opportunities for radical change and take them where possible.	1	2	3	4
32. I reward, recognize, and promote on merit alone.	1	2	3	4

To complete this self-assessment, add up the total score then refer to the key below.

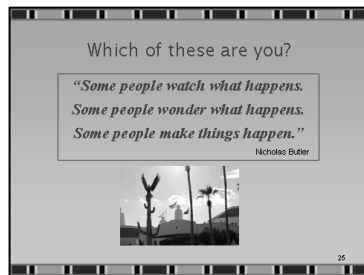
Score:

32 – 64: Your management and directing ability is poor.

65 – 95: Your management and directing skills are basically sound.

96 – 128: Your management and directing skills are strong.

Slide 11



WHICH OF THESE ARE YOU?

Philosopher and educator Nicholas Butler once said, *"Some people watch what happens. Some people wonder what happens. Some people make things happen."*

Ask yourself what type of leader are you? Do you really make things happen in your organization?

Slide 12



FIVE STEPS TO BECOMING A MORE EFFECTIVE LEADER

There are countless management books and professional papers detailing new and innovative ways to become a better leader. The following slides will provide some additional advice that you may find beneficial.

In "Five Steps to Becoming a More Effective Leader" by leadership coach Robert H. Thompson, he says:

Do a self-assessment. Carry out an objective self-assessment to identify your own personal strengths and weaknesses

Get some feedback. Have others give you honest feedback on your "blind spots" and how you may improve.

Make a plan. Develop a clear plan on how to build your leadership capacity.

Create accountability. Create some accountability for your plan so that you are more likely to follow through.

Keep refreshing the plan. Make sure that you refresh the plan so it remains relevant and you continue to positively evolve into a better leader.

Slide 13



TOOLS TO BECOMING A MORE EFFECTIVE LEADER

The biggest obstacles for those in leadership positions include time management, resource management, and communication. Here are three ways to become a more effective leader, according to Dr. Leif Smith: time management, resource management, and communication.

Time Management. Schedule your priorities rather than prioritize your schedule. Schedule to-do's on a weekly rather than a daily basis, and remain flexible in your scheduling.

Resource Management. Delegate all non-essential tasks - the more time you can free up, the more time you can devote to leading others. Surround yourself with "No" people who will challenge your assumptions and make you think differently. Get all the facts before making a decision, then move on. Fretting over past decisions wastes time and energy.

Communication. Practice these methods to increase your communication abilities:

- Take personal responsibility for opinions or decisions.
- If the message is not 'heard' by others, it is your fault. Make your message easy to understand, and take responsibility for others understanding your message.
- Connect feelings with behaviors in discussions with others; i.e. "I'm so proud of this organization when we meet our quarterly goals." This helps keep lines of communication open.

Communication is essential to good leadership.

Source: Leif H. Smith, D.Psy. [How to Become a More Effective Leader](#)

MODULE III

Slide 1



MODULE III – ORGANIZATIONAL LEADERSHIP

In Module III we will examine organizational leadership and skill development. We will present five levels of leadership and discuss leadership characteristics and the differences between managers and leaders.

Slide 2



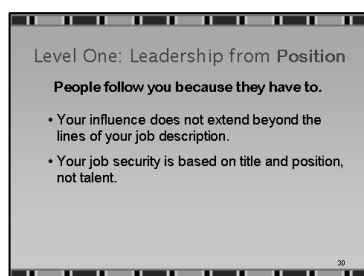
FIVE LEVELS OF LEADERSHIP

When potential leaders understand the dynamics of gaining influence with people by using the Five Levels of Leadership, they come to realize that position has little to do with leadership. *Leadership is a choice you make, not a place you sit.*

You may be able to grant someone a position, but you cannot grant him real leadership. Influence and respect as a leader must be earned.

Let's examine the Five Levels of Leadership more closely.

Slide 3



LEVEL ONE: LEADERSHIP FROM POSITION

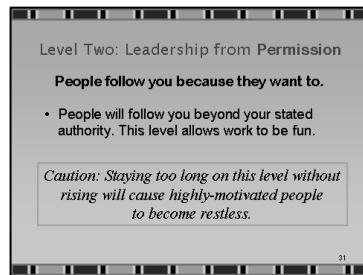
People follow you because they have to.

In Level One:

- Your influence and ability to lead does not extend beyond the lines of your job description or the authority granted you by the company and your boss.
- Your job security is based on title and position, not talent.
- The longer you stay here, the higher the turnover, and the lower the morale.

This is the basic level of leadership. It is important to recognize that this positional level is the doorway to leadership and that every successful leader must pass through this doorway.

Slide 4



LEVEL TWO: LEADERSHIP FROM PERMISSION

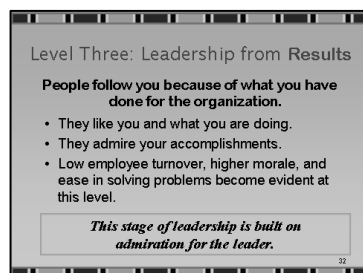
People follow you because they want to.

People will follow you beyond your stated authority. People see you as a professional partner, sharing the same goals and challenges. Leadership will flourish at this level because respect will breed lasting trusted relationships that will provide the basis for effective leadership. This level allows work to be fun.

Effective leaders at this level have a genuine concern for their people and see life through their eyes. They deal wisely with difficult people, and make employees successful by setting them up for success.

One caution: Staying too long on this level without rising will cause highly-motivated people to become restless.

Slide 5



LEVEL THREE: LEADERSHIP FROM RESULTS

People follow you because of what you have done for the organization.

This is where success is sensed by most people. They like you and they like what you are doing.

Problems are fixed on this level with very little effort because of momentum.

Effective leadership at this level involves accepting responsibility for developing a purpose and seeing it through to completion; developing accountability for results (beginning with yourself); and making the difficult decisions that will result in positive long-term gains.

Slide 6



LEVEL FOUR: LEADERSHIP FROM PEOPLE DEVELOPMENT

People follow because of what you have done for them.

This is where long-range growth occurs, and your commitment to developing leaders will ensure ongoing growth to the organization and to its people.

Do whatever you can to achieve and stay on this level. This stage of leadership is built on loyalty. People are loyal to you because they see first-hand personal growth opportunities for them as well as for the organization.

To be effective at this level, place a priority on developing people, focusing on the fact that people are your most valuable asset.

Slide 7



LEVEL FIVE: LEADERSHIP FROM RESPECT

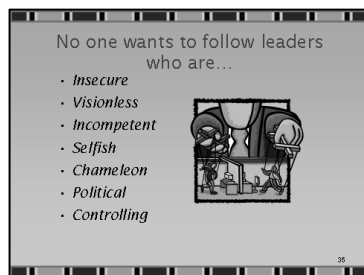
People follow you because of who you are and what you represent.

This step is reserved for leaders who have spent years growing people and organizations. Quite frankly, very few make it. Those who do are usually 'bigger than life.'

Becoming a leader is a lifelong learning process. Mistakes made when you are at the top cost the organization greatly, and they damage a leader's credibility.

Adapted from the work of John Maxwell

Slide 8



NO ONE WANTS TO FOLLOW LEADERS WHO ARE...

All good leadership is based on relationships and the ability to influence people. **People will not go along with you if they cannot get along with you.** People will not be influenced by you if they do not respect who you are and what you do.

No one wants to follow leaders who are:

- Insecure
- Visionless
- Incompetent
- Selfish
- Chameleon
- Political
- Controlling

Slide 9



PEOPLE FOLLOW LEADERS WHO:

- Care
- Display character
- Are competent
- Are consistent in their behavior
- Show commitment to people and to the organization

Slide 10



QUALITIES OF INFLUENCE

A leader must be able to influence those he or she leads. The qualities of an influencer are:

Integrity - builds relationships based on trust

Nurturing - cares about people as individuals

Faith - believes in people and their qualities and attributes

Listening - values what others have to say

Understanding - sees from another's point of view

Enlarging - helps others become bigger

Navigating - assists others through difficulties

Connecting - initiates positive relationships

Empowering - gives others the power to lead

Slide 11

Moving Beyond Management		
People	<i>more than</i>	Projects
Movement	<i>more than</i>	Maintenance
Art	<i>more than</i>	Science
Intuition	<i>more than</i>	Formula
Vision	<i>more than</i>	Procedure
Risk	<i>more than</i>	Caution
Action	<i>more than</i>	Reaction
Relationships	<i>more than</i>	Rules
Who you are	<i>more than</i>	What you do

MOVING BEYOND MANAGEMENT

Take some time to review the chart on the slide.

Leadership is more than just management.

Leadership is:

- *People* more than *projects*
- *Movement* more than *maintenance* – an organization that is not moving forward is moving backwards.
- *Art* more than *science*
- *Intuition* more than *formula*
- *Vision* more than *procedure* – an organization without a vision is like a boat adrift in the ocean.
- *Risk* more than *caution*
- *Action* more than *reaction*
- *Relationships* more than *rules* – understanding your employees, customers, partners and stakeholders
- *Who you are* more than *what you do*

As a leader, take a moment: can you honestly say that you have moved beyond management and are truly a leader?

Slide 12

Managers v. Leaders	
MANAGERS	LEADERS
Deal with status quo	Deal with changes
Work in the system	Work on the system
React	Create opportunities
Control risks	Seek opportunities
Enforce organization rules	Change organization rules
Seek then follow direction	Provide a vision to believe in and strategic alignment
Control people by pushing them in the right direction	Motivate people by satisfying basic human needs
Coordinate effort	Inspire achievement, energize people
Provide instructions	Coach followers, create self-leaders and empower them

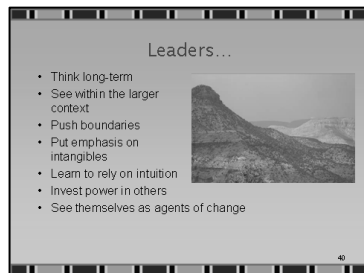
MANAGERS V. LEADERS

This chart provides a perspective on differences between managers and leaders. The differences are fairly self-explanatory, but let's look a little closer at some of the characteristics of a leader.

The first few characteristics focus on the organization while the remaining elements address personnel.

Organizationally, leaders both seek out and create opportunities as they constantly work to improve the system on the macro level. Simultaneously, leaders must be able to work on the micro system, motivating and inspiring people to achieve as they develop and empower future leaders.

Slide 13



LEADERS...

- Think long-term
- See within the larger context (the big picture)
- Push the boundaries of the organization
- Put emphasis on intangibles
- Learn to rely on their intuition
- Invest power in others
- See themselves as agents of change

Slide 14

A Leader's Impact

Behavior	determines	the culture
Attitude	determines	the atmosphere
Values	determine	the decisions
Investment	determines	the return
Character	determines	the trust
Work ethic	determines	the productivity
Personal growth	determines	the potential

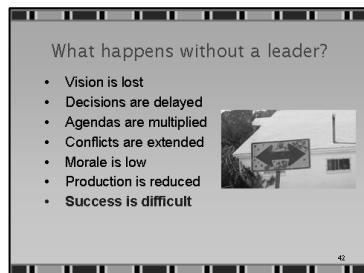
41

A LEADER'S IMPACT

Take a moment to review this chart in order to gauge a leader's potential impact upon an organization.

Do you agree with these findings? If not, why not?

Slide 15



WHAT HAPPENS WITHOUT A LEADER?

We've examined some characteristics of a leader and the differences between a leader and a manager. Now let's look at what happens when an organization does not have a leader:

- Vision is lost
- Decisions are delayed
- Agendas are multiplied
- Conflicts are extended
- Morale is low
- Production is reduced
- Success is difficult

Slide 16

Leader v. Manager	
LEADER	MANAGER
Inspired by the heart	Driven by the head
Produces change	Maintains status quo
Long timeframe	Short-term perspective
Focused on 'big picture'	Micro-focused
Promotes risk-taking	Promotes stability
Effectiveness	Efficiency
'Does things right'	'Does the right things'

LEADER V. MANAGER

This slide is a side-by-side comparison of a leader versus a manager. It shows that leaders are generally more visionary and managers are more operational.

Leaders seek to produce change and growth, while managers are focused on just keeping the organization going.

Leaders are often risk-takers, while managers are risk-avoiders.

Slide 17

**MANAGEMENT SELF-ASSESSMENTS**

As stated earlier, effective leadership requires periodic self-assessments in order to determine areas that may be in need of improvement.

ACTIVITY: Complete the following self-assessments on Delegating and Motivating. By better understanding your strengths and weaknesses in these areas, you will be able to sculpt a personal development program that meets your specific needs.

Delegation Self-Assessment

Instructions: Think about how you manage your time and respond to the following questions by answering: if your answer is “never” mark 1; if your answer is “occasionally” mark 2; if your answer if “often” mark 3, and if your answer is “always” mark 4.

- | | | | | |
|-----------------------------------------------------------------------------|---|---|---|---|
| 1. I trust people to work effectively because I appointed them. | 1 | 2 | 3 | 4 |
| 2. I am loyal to my staff and I expect them to show the same loyalty to me. | 1 | 2 | 3 | 4 |
| 3. I give my staff complete and honest information. | 1 | 2 | 3 | 4 |
| 4. I ensure that I have enough time for planning, training and coaching. | 1 | 2 | 3 | 4 |
| 5. I monitor the progress of my officers without constant intervention. | 1 | 2 | 3 | 4 |
| 6. I try to do only the work that must be done by me and delegate the rest. | 1 | 2 | 3 | 4 |
| 7. I prioritize and devote time to personnel management. | 1 | 2 | 3 | 4 |

8. I treat my subordinates as equals when establishing the best course of action.	1	2	3	4
9. I ensure that there are no overlaps in responsibility between officers.	1	2	3	4
10. I evaluate staff by looking at both positive and negative aspects.	1	2	3	4
11. I involve my officers in the process of preparing a full and detailed briefing report.	1	2	3	4
12. I take great care over the structuring and reviewing of delegation.	1	2	3	4
13. I ensure that officers understand the extent of their accountability.	1	2	3	4
14. I am able to appoint or replace officers quickly when required.	1	2	3	4
15. I appoint the best person for the job, irrespective of age, experience, or seniority.	1	2	3	4
16. I make sure that there is adequate backup available for officers when needed.	1	2	3	4
17. I encourage officers to use their initiative when confronted with problems.	1	2	3	4
18. I gauge all officers' performance, concentrating on significant indicators.	1	2	3	4
19. I see to it that all processes are examined regularly and adapted if needed.	1	2	3	4
20. I keep an up-to-date log of which tasks I have to delegate, and to whom.	1	2	3	4
21. I consider all possible alternatives before reclaiming a delegated task.	1	2	3	4
22. I do not reprimand someone who fails while trying something new.	1	2	3	4
23. I ensure that I provide positive feedback to my officers at all times.	1	2	3	4
24. I use an agenda when reviewing progress with an officer or team.	1	2	3	4
25. I make myself available to see my staff and deal with any problems they have.	1	2	3	4
26. I make a special point of recognizing all outstanding achievements.	1	2	3	4
27. I give the benefit of the doubt, but act quickly if an officer must be replaced.	1	2	3	4

28. I ask for feedback from employees and react positively to what I learn.	1	2	3	4
29. If I make a mistake, I accept responsibility without making excuses.	1	2	3	4
30. I make opportunities to thank officers for all tasks successfully completed.	1	2	3	4
31. I analyze actions to find, and teach, the lessons of success and failure.	1	2	3	4
32. I use my failures to earn valuable lessons for future officers.	1	2	3	4

To complete this assessment, add up your total score and compare to the key below.

Score

32 – 64: Learn to use your time more efficiently and reduce time spent on unproductive tasks.

65 – 95: You have reasonable time management skills.

96 – 128: You use your time efficiently.

Motivation Self-Assessment

Instructions: Think about how you manage your time and respond to the following questions by answering: if your answer is "*never*" mark 1; if your answer is "*occasionally*" mark 2; if your answer is "*often*" mark 3 and if your answer is "*always*" mark 4.

1. I like to persuade and influence my staff rather than force them to do what I want.	1	2	3	4
2. I interview people who resign in order to find out why they are leaving.	1	2	3	4
3. I am honest with my staff and keep them as informed as possible.	1	2	3	4
4. I try to ensure that work is enjoyable to my staff.	1	2	3	4
5. I use my knowledge of nonverbal communication to influence discussions.	1	2	3	4
6. If I inquire into staff attitudes, I make a point of acting on what I find.	1	2	3	4
7. I apply principles of participative management.	1	2	3	4
8. I involve people in issues at the earliest possible opportunity.	1	2	3	4
9. I seek consensus and encourage others to do the same.	1	2	3	4
10. I seek a balance between firm control and giving people independence.	1	2	3	4

11. I change benchmarks to keep targets at stimulating heights.	1	2	3	4
12. I avoid office politics and discourage others from politicking.	1	2	3	4
13. I give reasons for my actions and for any disagreements with people.	1	2	3	4
14. I react to failure not by blame but by analysis and correction.	1	2	3	4
15. I make conscious efforts to improve my motivation skills.	1	2	3	4
16. I revise the system in order to remove obstacles to performance.	1	2	3	4
17. I look at more than just numbers when assessing staff performance.	1	2	3	4
18. In appraisal interviews I request and receive appraisals of myself.	1	2	3	4
19. I organize work so that one person can complete an entire task.	1	2	3	4
20. I encourage people to act on their own initiatives.	1	2	3	4
21. If difficult “people” decisions are needed, I am willing to make them.	1	2	3	4
22. I encourage people to be open about how much they and others are paid.	1	2	3	4
23. I get full, clear feedback from people whose behavior I have to criticize.	1	2	3	4
24. I look at assignments and moves as a way to develop people.	1	2	3	4
25. I delegate work that does not have to be done by me.	1	2	3	4
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27. I make changes only after full consultation with those affected.	1	2	3	4
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29. I seek opportunities for radical change and take them where possible.	1	2	3	4
30. I thank people for good work face-to-face or by handwritten note.	1	2	3	4
31. I look out for and move people who are not using their full potential.	1	2	3	4
32. I reward, recognize, and promote on merits alone.	1	2	3	4

To complete this assessment, add up your total score and compare to the key below.

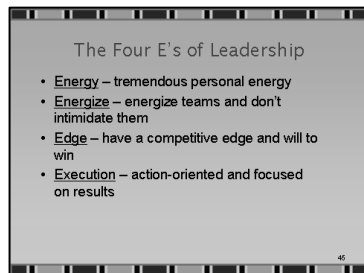
Score

32 – 64: Learn to use your time more efficiently and reduce time spent on unproductive tasks.

65 – 95: You have reasonable time management skills.

96 – 128: You use your time efficiently.

Slide 18



THE FOUR E'S OF LEADERSHIP

Let's conclude this section on leadership with some words of wisdom from Jack Welch, the former CEO of General Electric and former Executive of the Decade for the 1990s.

Under Mr. Welch's tenure, GE became one of the largest and most powerful companies in the world.

Energy - Individuals with energy love to "go, go, go." These people possess boundless energy and get up every day ready to attack the job at hand. High energy people move at 95 miles-per-hour in a 55 mile-per-hour world.

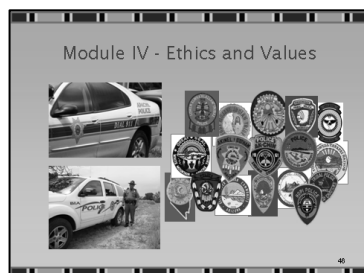
Energizers - Know how to spark others to perform. They outline a vision and get people to carry it out. Energizers know how to get people excited about a cause or a crusade. They are selfless in giving others the credit when things go right, but quick to accept responsibility when things go awry.

Edge - Those with edge are competitive types. They know how to make the really difficult decisions, such as hiring, firing and promoting, never allowing the degree of difficulty to stand in their way.

Execute - The key to the entire model. Without measurable results, the other "E's" are of little use. Executors recognize that activity and productivity are not the same, and are capable of converting energy and edge into action and results.

MODULE IV

Slide 1



MODULE IV – ETHICS AND VALUES

In Module IV we will present information and ideas on ethics and values. Tribal law enforcement leaders must ensure that their organizations are beyond reproach in order to build respect and trust with the community.

Slide 2



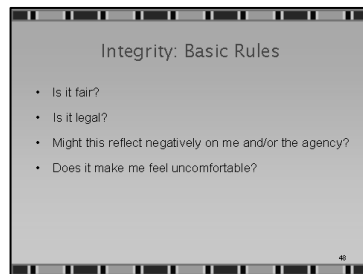
DEFINITIONS

Let's begin by looking at common definitions of both ethics and integrity.

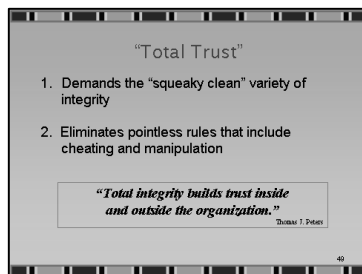
Ethics

- A set of principles of right conduct
- A theory or a system of moral values

Slide 3



Slide 4



Integrity

- Steadfast adherence to a strict moral or ethical code
- The state of being unimpaired; soundness
- The quality or condition of being whole or undivided; completeness

While ethics may be ‘having a moral compass,’ integrity is navigating through unethical waters by following that compass.

INTEGRITY: BASIC RULES

Here are some basic rules for integrity. Before making a decision, one may ask himself these four simple questions.

- Is it fair to all parties involved?
- Is it legal?
- Might this reflect negatively on me and/or my law enforcement agency?
- Does it make me feel uncomfortable?

If you answer ‘yes’ to any of these questions, you are probably not making an ethical decision.

“TOTAL TRUST”

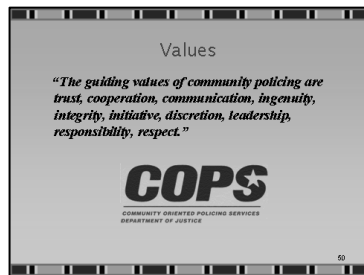
Management expert Thomas Peters described total trust in this way:

1. It demands the “squeaky clean” variety of integrity.
2. It eliminates pointless rules that include cheating and manipulation.

“Total integrity builds trust inside and outside the organization.”

Thomas Peters, Thriving on Chaos: Handbook for a Management Revolution

Slide 5

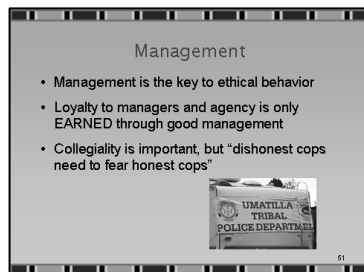


VALUES

Throughout this presentation we have discussed the importance of clearly stated values to guide and lead the organization. The guiding values of community policing are *trust, cooperation, communication, ingenuity, integrity, initiative, discretion, leadership, responsibility, and respect.*

How many of these values are important in your tribal law enforcement organization? Is integrity a valued commodity within your organization?

Slide 6



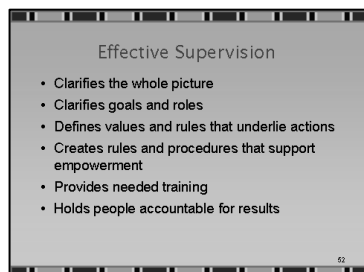
MANAGEMENT

Management is the key to ethical behavior. Ethics and integrity must be modeled from the top.

Loyalty to managers and agency is only EARNED through good management. Collegiality is important, but ethical behavior and integrity must prevail. "Dishonest cops need to fear honest cops."

In order to achieve that, your organization must be ethical. Your officers, your command staff, and your leadership must value integrity.

Slide 7

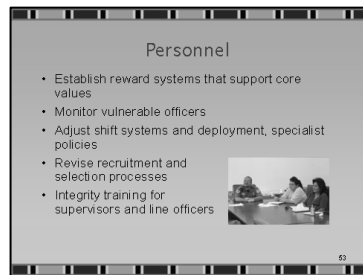


EFFECTIVE SUPERVISION

While managers provide the guiding light for ethical behavior, supervisors are on the first line in the law enforcement agency. Ethical supervision:

- Clarifies the whole picture
- Clarifies goals and roles
- Define values and rules that underlie actions
- Create rules and procedures that support empowerment
- Provides needed training
- Holds people accountable for results

Slide 8

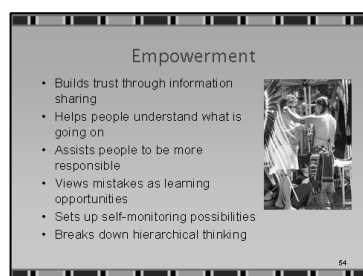


PERSONNEL

We've discussed ethics and values from a management and supervisory perspective. As a leader, you must work with your personnel to:

- Establish reward systems that support core values
- Monitor vulnerable officers to make sure they don't stray
- Adjust shift systems and deployment when necessary and appropriate
- Revise recruitment and selection processes to ensure the highest-qualified officers that are available
- Integrity training for supervisors and line officers is imperative and should be conducted on a regular basis.

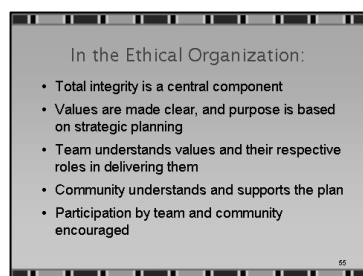
Slide 9



EMPOWERMENT

- Builds trust through information sharing
- Helps people understand what is going on
- Assists people to be more responsible
- Views mistakes as learning opportunities and not punishments
- Sets up self-monitoring possibilities
- Breaks down hierarchical thinking that can slow or stall an organization

Slide 10



IN THE ETHICAL ORGANIZATION:

Total integrity is a central component.

Management must be clear and unequivocal about the emphasis on ethics and integrity.

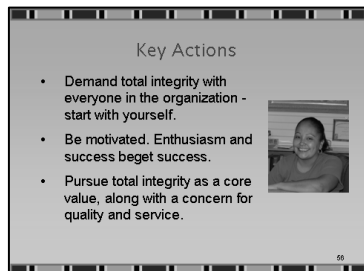
Values are made clear, and the agency has a purpose that is based on strategic planning.

The team understands the organization's values, and their respective roles in delivering those values.

The community understands and supports the plan.

Participation by the organization team and community is encouraged. Everyone is involved.

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Law enforcement officials need to ensure that they operate an ethical organization by building partnerships and working with team members and the community as a whole.

KEY ACTIONS

There are some key actions that leaders can take to help ensure an ethical organization.

- **Demand total integrity** from everyone in the organization - start with yourself.
- **Be motivated yourself.** Enthusiasm and success beget success.
- **Pursue total integrity as a core value,** along with a concern for quality and service.

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MANAGEMENT SELF-ASSESSMENTS

Remember that effective leadership requires periodic self-assessments in order to determine areas that may be in need of improvement.

ACTIVITY: Complete the following self-assessment on Value Checks for Leader and Staff members.

By better understanding your strengths and weaknesses in these areas, you will be able to sculpt a personal development program that meets your specific needs.

Value Check - Leader

Commonly Held Values: Check 7 values that are the most important to your success as a Leader.

- ☐ Achievement
- ☐ Caring
- ☐ Challenge
- ☐ Communication
- ☐ Competition
- ☐ Cooperation
- ☐ Creativity
- ☐ Curiosity
- ☐ Customer focus
- ☐ Determination
- ☐ Diversity
- ☐ Fairness
- ☐ Family time
- ☐ Flexibility
- ☐ Freedom
- ☐ Fun
- ☐ Growth
- ☐ Honesty and integrity
- ☐ Human relations
- ☐ Individualism
- ☐ Innovation
- ☐ Involvement
- ☐ Learning
- ☐ Organization
- ☐ Productivity
- ☐ Profitability
- ☐ Quality
- ☐ Quantity
- ☐ Respect
- ☐ Responsibility
- ☐ Risk
- ☐ Security
- ☐ Service to others
- ☐ Speed
- ☐ Task focus
- ☐ Teamwork
- ☐ Uniqueness
- ☐ Winning

Use this tool to compare to the Value Check – Staff assessment. How are they similar? How do they differ? Do you need to align these assessments?

Value Check – Staff

Staff Perception of Your Values: Check the words that best describe what they will say.

- ☐ Achieve
- ☐ Acts arrogant
- ☐ Caring
- ☐ Challenge
- ☐ Communication
- ☐ Competition
- ☐ Cooperation
- ☐ Creativity
- ☐ Curiosity
- ☐ Customer focus
- ☐ Determination
- ☐ Diversity
- ☐ Fairness
- ☐ Family time
- ☐ Flexibility
- ☐ Freedom
- ☐ Fun
- ☐ Growth
- ☐ Honesty and integrity
- ☐ Human relations
- ☐ Individualism
- ☐ Innovation
- ☐ Intimidation
- ☐ Involvement
- ☐ Learning
- ☐ Micro manage
- ☐ Organization
- ☐ Productivity
- ☐ Profitability
- ☐ Quality
- ☐ Quantity
- ☐ Respects employees
- ☐ Responsibility
- ☐ Risk
- ☐ Security
- ☐ Service to others
- ☐ Speed
- ☐ Task focus
- ☐ Teamwork
- ☐ Uniqueness
- ☐ Winning
- ☐ Withholds praise

Use this tool to compare to the Value Check – Leader assessment. How are they similar? How do they differ? Do you need to align these assessments?

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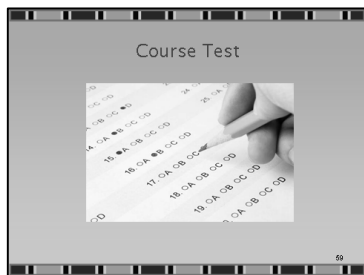


SUMMARY

In this COPS Native American Training Series e-learning course, we have presented useful information and ideas for tribal law enforcement leaders.

We have reviewed information on community policing in order to assist us with implementing the COPS NATS I and II programs, discussed building a personal development plan, highlighted the differences between managers and leaders and presented valuable information on the importance of leading an ethical law enforcement organization.

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COURSE TEST

This concludes the COPS Native American Training Series Executive Leadership e-learning course.

Please take time to review all materials including the information presented in this course and in your participant handbook, including activities, prior to taking the course test.